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ABSTRACT

Focusing on the occupational cluster of public service, this unit entitled "Firefighters" is one of four grade 2 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies one career development-centered curriculum (CDCC) element (life-role understanding), three career development themes (e.g., the student will understand life-role activity as self-enhancing), four unit goals (e.g., the student will understand how the work of a firefighter can be self-enhancing), and five performance objectives (e.g., the student will be able to tell why he/she might feel good about being a firefighter). Also included in Section I are evaluation procedures (for pre- and post-assessment) four student evaluation sheets, and evaluation tabulation forms for the unit. Section II describes teaching strategies for six unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule titles include duties and tools, prevention and safety, and characteristics of a firefighter. Section III contains seven teacher reference sheets and section IV contains fourteen student activity sheets. (JH)

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ED169258

Suggested for
Grade 2

FIREFIGHTERS

one in a series
of
CAREER DEVELOPMENT CURRICULUM UNITS
for the
Elementary Classroom

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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

FIREFIGHTERS

Grade Two

(Third Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

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William Barrett, Superintendent

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT:
THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES
"CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

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Coloma, Michigan

	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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Coloma Community Schools
Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

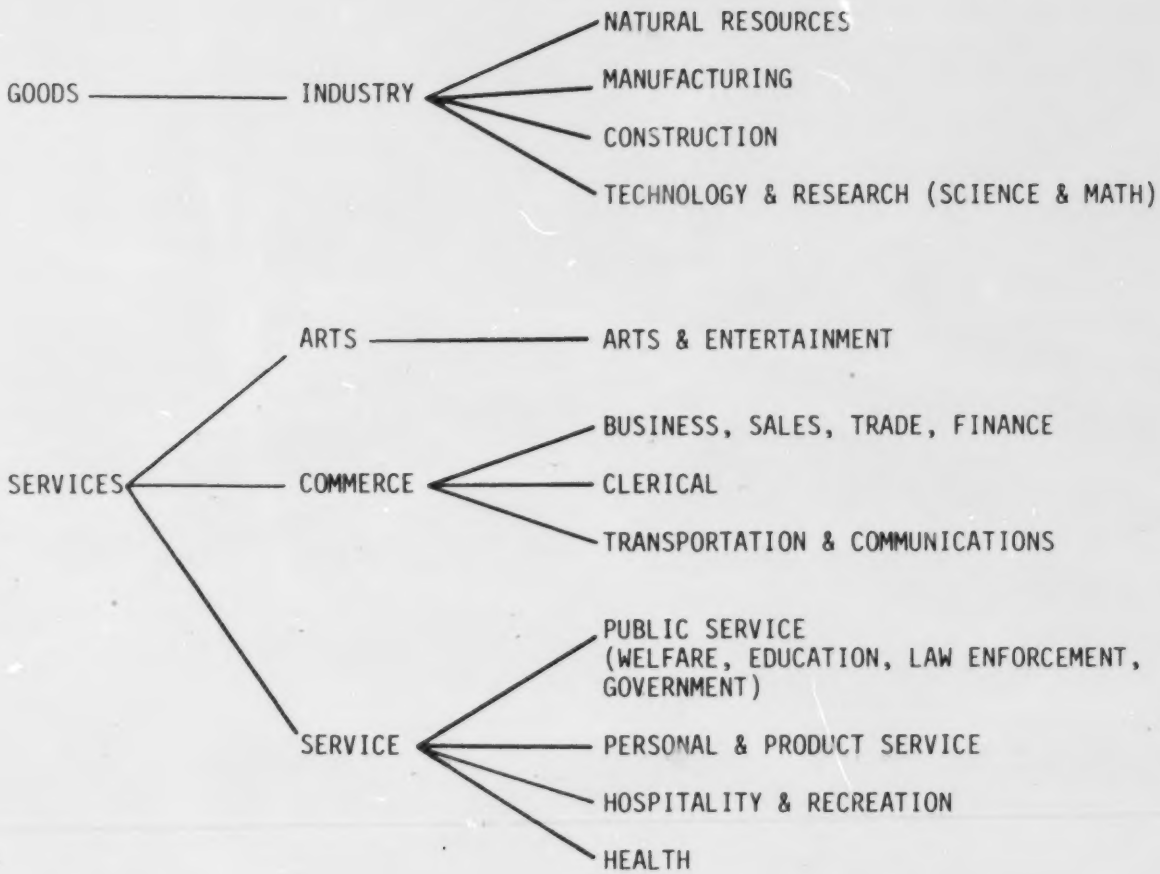
CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other persona resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

VIII-A

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

"Firefighters"
2nd Grade

Unit Rationale

This unit provides experiences to help the students understand and appreciate the firefighters and their duties.

Fire prevention and fire fighting are among the most important community services. Firefighters stand as the first line of defense against one of the most serious dangers that can threaten a city or town - fire. Without an effective firefighting organization, a whole community could be destroyed.

The major topics developed in this unit are interdisciplinary. They include language arts, science, math, social studies, and art related activities.

Teacher Information

This unit is designed to be taught over a period of two to three (2-3) weeks or ten to fifteen (10-15) hours.

This unit may be used in conjunction with Fire Prevention Week.

Teacher Preparation

1. Refer to the following sources for background information concerning this unit:

   World Book Encyclopedia, "Firefighters."

   Any other encyclopedia

2. Study the unit carefully.

3. Make copies of the necessary activity sheets.

4. Refer to the reference sheets and capsules for additional information.

5. Check the Resources and Materials' columns in the capsules to determine what materials are needed.

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"Firefighters"
2nd Grade

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Firefighters"
2nd Grade

Element #I - Life Role Understanding (occupational, avocational, family, civic)

Theme 1.1 - The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)

Unit Goal - The student will understand how the work of a firefighter can be self-enhancing.

Unit P.O. #1 - The student will be able to tell why he/she might feel good about being a firefighter. (Evaluation Tabulation Form B, column P.O. #1)

Theme 1.2 - The student will understand life-role activity as societal-contributing. (economic, societal-need implications)

Unit Goal - The student will understand how a firefighter's work contributes to society.

Unit P.O. #2 - Given eight (8) statements, the student will identify with at least 80% accuracy those that tell how a firefighter's work contributes to society.
(Evaluation Sheet #1)

Unit Goal - The student will become familiar with a firefighter's tools and how they are used.

Unit P.O. #3 - Given pictures of ten (10) tools, the student will be able to identify those used by a firefighter.
(Evaluation Sheet #2)

Unit P.O. #4 - Given pictures of ten (10) tools used by firefighters, the student will be able to identify with at least 80% accuracy how a firefighter uses those tools.
(Evaluation Sheet #3)

Theme 1.5 - The student will understand the characteristics of life-roles and their functions.

Unit Goal - The student will increase his/her awareness of safety rules.

Unit P.O. #5 - Given eight (8) statements concerning safety rules, the student will be able to identify whether the statement is true or false.
(Evaluation Sheet #4)

Evaluation Procedure
"Firefighters"
2nd Grade

Pre-Assessment

1. Review the elements, themes, goals, and performance objectives before you begin.

2. Make copies of the evaluation sheets for the students.

3. Give the students a copy of Evaluation Sheet #1.

   A. Explain to the students that you will read eight (8) statements or sentences that tell how firefighters help people. Tell them to circle "true" if the statement is true or "false" if the statement is not true.

   B. Read the following statements to the students:

      1) A firefighter puts out fires.

      2) A firefighter paints houses red.

      3) A firefighter inspects buildings for fire hazards.

      4) A firefighter builds fireplaces.

      5) A firefighter teachers about fire prevention.

      6) A firefighter gives first aid.

      7) A firefighter rescues people from drowning.

      8) A firefighter paints pictures of fires.

      Note that numbers 1, 3, 5, 6, and 7 are true. Numbers 2, 4, and 8 are false.

   C. Use Evaluation Tabulation Form B, column P.O. #2 - pre, to record the raw scores.

   D. Total the column to indicate the number of students who had six (6) or more correct answers.

   E. Transfer this total to Evaluation Tabulation Form A.

4. Give the students a copy of Evaluation Sheet #2.

   A. Have the students place an (X) on those tools used by a firefighter. Note that the correct answers are extinguisher, rescue suit, boots, searchlight, ladder truck, ax, and pike pole.

Evaluation Procedure
(Continued)
"Firefighters"
2nd Grade

B. Use Evaluation Tabulation Form B, column P.O. #3 - pre, to record the raw scores.

C. Total the column to indicate the number of students who scored one hundred percent (100%) on this test.

D. Transfer this total to Evaluation Tabulation Form A.

5. Give each student a copy of Evaluation Sheet #3.

A. Read the following statements to the students, and have them number the tools to match each statement.

1) Write the numeral one (1) on the tool that would protect a firefighter's head from hot falling sparks.

2) Write the numeral two (2) on the tool that would be used to talk to other firefighters fighting a fire in a large building.

3) Write the numeral three (3) on the tool the firefighter would use to protect himself from flames and heat.

4) Write the numeral four (4) on the tool that would be used to look for a child in a dark place.

5) Write the numeral five (5) on the tool that would be used to knock down a locked door.

6) Write the numeral six (6) on the tool that would be used to pry open a window.

7) Write the numeral seven (7) on the tool that is used to carry water from the fire truck to the fire.

8) Write the numeral eight (8) on the tool used to protect a firefighter's feet from getting wet.

9) Write the numeral nine (9) on the tool to which firefighters connect their hose to get water.

10) Write the numeral ten (10) on the tool used to rescue a person trapped in a high place.

Note the correct answers are:

1. rescue suit 3
2. hose 7
3. helmet 1
4. searchlight 4
5. ax 5
6. spanner wrench 6
7. boots 8
8. walkie-talkie 2
9. fire hydrant 9
10. ladder 10

Evaluation Procedure
(Continued)
"Firefighters"
2nd Grade

B. Use Evaluation Tabulation Form B, column P.O. #4 - pre, to record the raw scores.

C. Total the column to indicate the number of students who had eight (8) or more correct answers.

D. Transfer this total to Evaluation Tabulation Form A.

6. Give the students a copy of Evaluation Sheet #4.

A. Explain to the students that you will read eight (8) statements or sentences about fire safety rules. Tell them to circle "true" if the statement is true or "false" if the statement is not true.

B. Read the following statements to the students:

1) Try to save your toys from a fire.

2) Get out of a burning house as quickly as possible.

3) Roll on the ground to smother the flames if your clothes catch on fire.

4) Crawl across a smoky room.

5) Play with matches.

6) Pour water on a burning television.

7) You and your parents should plan an escape route from your house.

8) Feel a door before you open it if you smell smoke.

Note that numbers 2, 3, 4, 7, and 8 are true. Numbers 1, 5, and 6 are false.

C. Use Evaluation Tabulation Form B, column P.O. #5 - pre, to record the raw scores.

D. Total this column to indicate the number of students who scores one hundred percent (100%) on this test.

E. Transfer this total to Evaluation Tabulation Form A.

Post-Assessment

1. Place a check (✓) after the students' names on Evaluation Tabulation Form A, column P.O. #1, if they tell why they would feel good about being a firefighter.

Evaluation Procedure
(Continued)
"Firefighters"
2nd Grade

2. Follow the instructions #1-6 as listed in the pre-assessment section but record the results in the post-test sections of Evaluation Tabulation Forms A and B.

3. File the completed Evaluation Tabulation Forms A and B in the building office.

Evaluation Tabulation Form A

Unit Name "Firefighters" Teacher _____

Building _____ Grade 2nd

Performance Objective	*Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
1 Pre - None						
1 Post- Tell why he/she would feel good about being a firefighter.	Eval. Tab. Form B	1	1			
2 Pre - How firefighters' work contributes to society.	1	8	6			
2 Post- How firefighters' work contributes to society.	1	8	6			
3 Pre - Identify tools.	2	10	10			
3 Post- Identify tools.	2	10	10			
4 Pre - Identify how tools are used.	3	10	8			
4 Post- Identify how tools are used.	3	10	8			
5 Pre - Identify good safety rules.	4	8	8			
5 Post- Identify good safety rules.	4	8	8			

*Administer the tests in the sequence listed above. Date Returned to Principal _____

Evaluation Tabulation Form B

Unit Name "Firefighters" Teacher _____

Building _____ Grade 2nd

1. Record the students' raw scores for each evaluation sheet and record in the correct columns.
2. Figure the percentage of growth for each student at the conclusion of this unit.
3. Total the columns at the bottom to show the number of students who met the criteria as stated in the objectives.
4. Transfer these totals to Evaluation Tabulation Form A.

Evaluation Sheet #	#1			#2			#3			#4			
P.O. #	#2	#2	% of	#3	#3	% of	#4	#4	% of	#5	#5	% of	#1
NAMES	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth	Verbal
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													
16.													

Evaluation Tabulation Form B
(Continued)

Unit Name "Firefighters" Teacher _____

Building _____ Grade 2nd

Evaluation Sheet #	#1			#2			#3			#4			[redacted]
P.O. #	#2	#2	% of	#3	#3	% of	#4	#4	% of	#5	#5	% of	#1
NAMES	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth	Verbal
17.													
18.													
19.													
20.													
21.													
22.													
23.													
24.													
25.													
26.													
27.													
28.													
29.													
30.													
Total			[redacted]			[redacted]			[redacted]			[redacted]	

EVALUATION SHEET #1

NAME _____

DATE _____

1.	TRUE	FALSE
2.	TRUE	FALSE
3.	TRUE	FALSE
4.	TRUE	FALSE
5.	TRUE	FALSE
6.	TRUE	FALSE
7.	TRUE	FALSE
8.	TRUE	FALSE

EVALUATION SHEET #2

NAME _____

DATE _____

PUT AN (X) ON THE TOOLS USED BY A FIREFIGHTER.

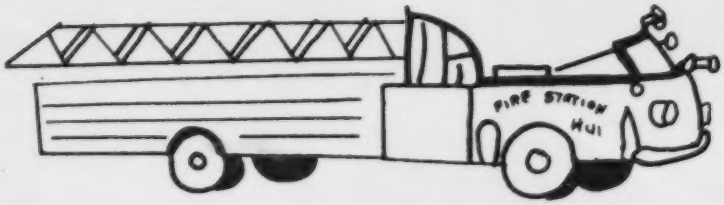
EXTINGUISHER

RESCUE SUIT

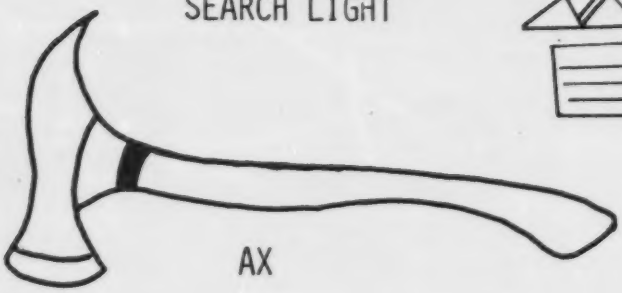
MOTAR & PESTEL

BOOTS

SEARCH LIGHT



LADDER TRUCK



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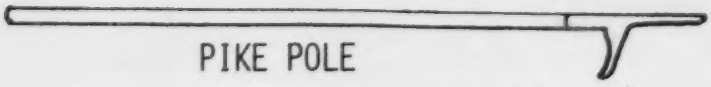
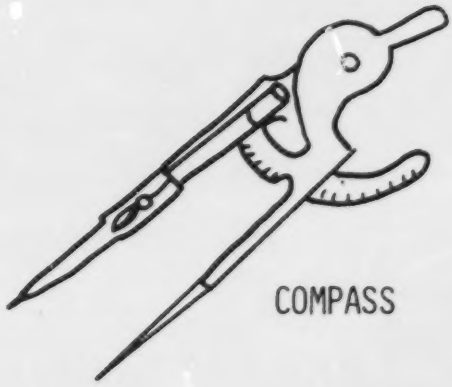


PIKE POLE

NEEDLE



COMPASS

EVALUATION SHEET #3

NAME_____

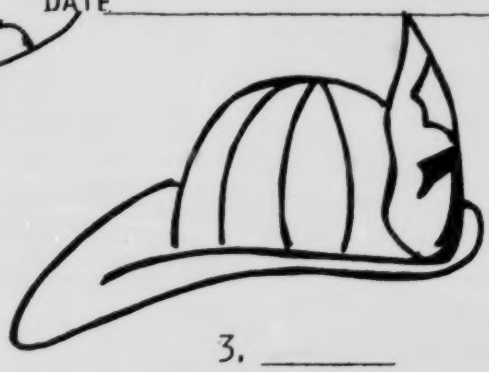
DATE_____

1. _____

RESCUE SUIT

2. _____

HOSE

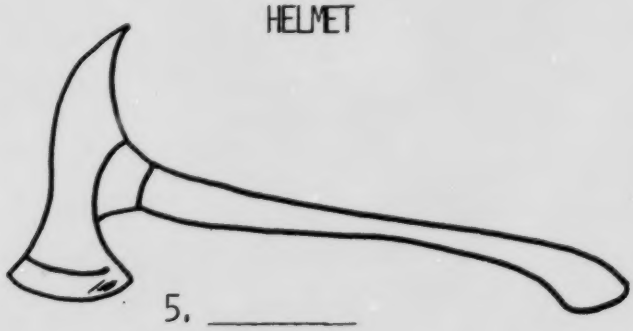


3. _____

HELMET

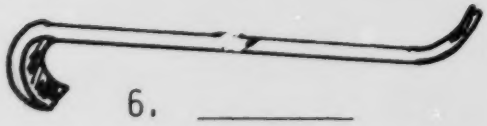
4. _____

SEARCH LIGHT



5. _____

AX



6. _____

SPANNER WRENCH

7. _____

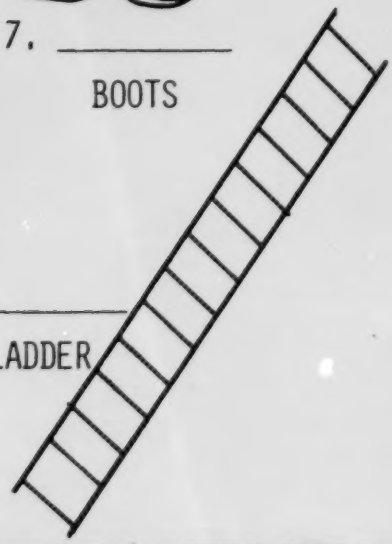
BOOTS

8. _____

ALKIE-TALKIE

9. _____

FIRE HYDRANT



10. _____

LADDER

EVALUATION SHEET #4

NAME_____

DATE_____

1.	TRUE	FALSE
2.	TRUE	FALSE
3.	TRUE	FALSE
4.	TRUE	FALSE
5.	TRUE	FALSE
6.	TRUE	FALSE
7.	TRUE	FALSE
8.	TRUE	FALSE

Capsule #1
Introduction

I. Have a bulletin board of firefighters already displayed. Include posters or pictures from magazines. (See Reference Sheet #1)

II. Introduce this unit by reading the poem "Hats" to the students.

"Hats"

Community helpers
With hats bright and new,
Your hats quickly tell me
The work that you do.

You're firefighters and pilots
And nurses and more--
You're police and butchers
And bakers--a score.

You've hard hats and soft hats
And some in between,
You've red hats and white hats
And blue hats and green.

Community helpers
With hats bright and new,
Community helpers,
My hat's off to you!

--By Charlotte Groff

III. Pass out Activity Sheet #1 to all the students.

A. Discuss with the children each kind of hat on the page.

B. Ask the students what job would the person that wears each of these hats have.

C. Ask the children to draw a ring around the firefighter's hat. (Check to see if all did it properly.)

D. Tell the students that it is a very important hat to everyone. Explain that they will find out why as they study and learn more about the "Firefighters" in the next few weeks.

IV. Start a room vocabulary chart, and continue it throughout the unit. Use a large, spiral, experience chart pad for this chart. Use the following words: "firefighter, hat, boots, ladder, hose, truck," etc.

Resources and Materials	Notes
I. Reference Sheet #1 Posters - fire department helpers Picture - Story Prints Set SP120 Accompanying record - TSP120RR, Singer, SVE Inc., 1345 Diversey Parkway, Chicago, IL	
III. Activity Sheet #1 Pencils	

A. Let a student illustrate the words on the room chart.

B. Let the students make individual vocabulary charts to keep in their desks, and let them illustrate the words whenever possible.

Resources and Materials	Notes

Capsule #2
"Fighting Fire - Long Ago"
(Optional)

I. Introduce this capsule with the following discussion:

A. Ask how people of long ago fought fires (pouring buckets of water, beating with blankets, wetting blankets and placing them on a burning roof, beating with the back of a shovel, throwing soil on the roof).

B. Ask how the firefighters got to a fire before the invention of the fire truck (ran, horseback, horse-drawn vehicles).

II. View a film, or look at the pictures of firefighting long ago.

A. Discuss the tools used.

B. Note the modes of transportation.

C. Determine the easiest or fastest way to put out fires.

D. Note any other changes since long ago.

III. Let the students start a booklet about "Firefighters."

A. Have the students draw a picture of a bucket brigade on Activity Sheet #2.

B. Have them draw a picture of other methods of firefighting long ago on Activity Sheet #3.

IV. Help the students to understand the value of team work by playing "Bucket Brigade."

A. Make a set of approximately twenty-five (25) paper buckets for each team. (Use the pattern on Reference Sheet #2.) Place a box of clips or clothespins in the front of the room.

B. Line two (2) teams up in straight lines as in bucket brigades of long ago.

C. Explain the rules.

1. Let the student nearest the stack of buckets pick up one bucket at a time, put a clip on it, and pass it to the next student.

Resources and Materials	Notes
II. Picture of firefighting long ago Film or filmstrip	
III.	
A. Crayons Activity Sheet #2	
B. Activity Sheet #3	
IV.	
A. Reference Sheet #2 Scissors Construction paper Clips or clothespins	

2. Have the student start another bucket as soon as he has passed one on its way. Let him keep passing buckets until the original pile has been depleted.

3. Have the other members of the team pass the buckets along until they reach the end of the line.

4. Let a runner remove the clip and return one or two empty buckets at a time back to the starting point.

D. Allow the teams to see which can work the smoothest and quickest.

E. Stress the following to the students:

1. Explain that they could not have run as fast with full buckets.

2. Ask if they think they would have tired faster running back and forth for a long period of time if they had not worked as a team.

Resources and Materials	Notes

Capsule #3
Duties and Tools

I. Ask what the duties of a firefighter are and what tools he/she uses in performing those duties. Show a film, a filmstrip, or pictures about the services of a firefighter.

A. Start a discussion with the following questions:

1. Ask what are some of the tools that a firefighter uses.

2. Ask how he/she uses these tools.

3. Ask how a firefighter helps people.

B. Have the students draw pictures showing the duties of firefighters.

C. Let the children draw firefighters using their different tools.

D. Have the students write a simple sentence about a firefighter's duties and his/her tools.

E. Emphasize the duties listed on Reference Sheet #5.

II. Read a story about firefighters.

III. Invite a firefighter to the classroom, or let the students visit a fire station to learn about the duties and tools of a firefighter. Let the students decide what questions they would like to ask.

A. Have them ask what preparations a firefighter makes to be ready to fight a fire.

B. Have them ask what is done when a fire occurs.

C. Have them ask how each tool helps the firefighter.

D. Have them ask what the firefighter's feelings and attitudes are about his/her work and what he/she likes and dislikes about the job. (See Reference Sheet #3 for interviewing a role-model.) Plan the field trip carefully. (See Reference Sheet #4)

IV. Choose from these <u>optional</u> related activities.

A. Let the students add Activity Sheets #4-7 to their booklets about "Firefighters."

Resources and Materials	Notes
I. Posters - SVE fire department helpers (Refer to Capsule #1) Record - SVE fire department helpers (Refer to Capsule #1) Band 3 - firemen with equipment (Side 1) Filmstrip and record: Johnny and the Fireman	
E. Reference Sheet #5	
II. Stories: What It's Like To Be a Fireman, Arthur Shay, Reilly and Lee Books, Chicago, IL, 1971 The True Book of Policemen and Firemen, Irene Miller, Childrens Press, Chicago, IL, 1954 A Visit To the Firehouse, James Lincoln Collier, W.W. Norton and Company, Inc., New York, NY, 1966 You Visit a Fire Station - Police Station, Leonard Meshover, Benefic Press, Chicago, IL, 1965	
III. D. Reference Sheet #3 Reference Sheet #4	
IV.	
A. Activity Sheets #4-7	

B. Give the students practice in language art skills.

1. Let them match words with pictures on Activity Sheets #8a and #8b.

2. Let them write the beginning sounds on Activity Sheet #9.

3. Allow them to unscramble words on Activity Sheet #10.

C. Let the class role-play a firefighter performing his/her duties and using his/her different tools.

1. Role-play an ordinary day in the life of a firefighter. Allow the students to act-out what they think would happen. (Let some students role-play the duties of a firefighter at the station while others role-play the duties of a firefighter at a fire.)

2. Use the game, "What Is My Duty?" Let each child pick a firefighter's duty or draw the duty from a hat and act it out while the other students try to guess what that duty is. (See Reference Sheet #5)

3. Play a different version of the game. Call it, "What Tool Am I Using?"

4. Let the students make a human chain to show firefighters rescuing a person who has fallen through the ice.

D. Let the students make a bulletin board depicting the duties and/or tools of a firefighter.

1. Have them draw pictures.

2. Let them use magazine or newspaper pictures of firefighters doing their duties and using their tools.

E. Let the students sing songs about the firefighters.

Resources and Materials	Notes
B. 1. Activity Sheets #8a and #8b 2. Activity Sheet #9 3. Activity Sheet #10	
C. 2. Reference Sheet #5	
D. Paper, scissors, paste or glue, crayons or paints, magazines, newspapers	
E. Musical Pantomime - Stories In the Classroom In Special Programs, Elizabeth Dutch, (Supplement to the Sing and Do album, #8) Ridgewood, NJ (Song: "Fireman Joe", p. 2)	

Capsule #4
Prevention and Safety

I. Locate the telephone numbers of the different fire departments that serve the vicinities of the students' homes.

II. Introduce this capsule in the following way:

A. Ask the students if they know the telephone number of their own fire department.

B. Ask, "When could it be important to know this number?"

C. Have the students learn the telephone number of the fire department serving their home. Reinforce this learning by asking them to recite that number periodically: i.e., as a password to line up for lunch or recess.

III. Discuss with the students the other important things for them to know if a fire were to break out in their homes. (Obtain copies of Answer the Alarm. See the Materials and Resources' column.)

A. Stress over and over that the most important things for them to remember and to do are to get out of the house quickly and not to re-enter a burning building.

B. Have them alert the other members of the family if possible.

C. Have them plan with their parents' help one or more escape routes from their homes. Have the students report this information back to the class.

D. Encourage them to crawl on their hands and knees if they must go through a smoky area. Explain that the smoke is thinnest nearest the floor. (Let the students practice crawling on their hand and knees, or encourage them to practice at home.)

E. Stress that they should not run if their clothes catch on fire. (Let the students practice rolling on the floor or rolling wrapped in a coat or blanket.)

F. Tell them to escape from the fire and to go to a neighbor's house to call the local fire department.

IV. Initiate school safety by taking a tour of the school building with the students. (Let one child tabulate the results.) Ask them to look for the fire extinguishers, the fire doors, the fire exits, the fire alarms, and the office's fire bell.

Resources and Materials	Notes
III. Answer the Alarm. National Fire Protection Association, 60 Batterymarch Street, Boston, MA 02110	

V. Let the students practice a fire drill.

A. Arrange with the principal ahead of time for a school fire drill.

B. Conduct a fire drill for the room.

C. Discuss why people have fire drills; i.e., ask if it is for exercise or for fun. Ask why people walk. Ask why they don't get their coats and books. Ask why they close the windows and the doors.

D. Stress the fact that students must stay with their class and away from the building during the drills.

E. Have the students help make a large poster listing the fire drill instructions that apply to their classroom. Let the children help develop the list.

VI. Arrange for a "resource person" to talk about fire prevention. (See Reference Sheet #3)

A. Invite the parents as guests.

B. Have the "resource person" stress what students can do at home and at school to help prevent fires.

C. Send home a "Home Fire Inspection Blank" for the parents and students to fill out together. (See the Materials and Resources' column)

D. Have the parents and students check the sheet. Let the children return the sheets and comment on their home inspection tours.

V. Choose from these optional related activities.

A. Have the students draw pictures or make a bulletin board showing fire safety in the home or at school. (See Reference Sheet #7)

B. Have the students do the following language arts activities.

1. Let them complete a word puzzle on Activity Sheet #11.

2. Have them read Children's Fire Safety Lessons and color the pictures.

3. Discuss and send home the pamphlet, If Fire Breaks Out at Night.

Resources and Materials	Notes
V.	
E. Posterboard Magic marker	
VI. Reference Sheet #3 "Resource person" for fire prevention and safety; i.e., firefighters or fire inspector	
C. Home Fire Inspection Blank, National Fire Protection Assocation, 60 Batterymarch Street, Boston, MA 02110	
V.	
A. Reference Sheet #7 Chalk, paint, paper	
B.	
1. Activity Sheet #11	
2. Children's Fire Safety Lessons, 1972 - requests for coloring books (a small fee may be charged), Kemper Insurance, Long Grove, IL 60049	
3. Pamphlet - If Fire Breaks Out at Night, American Mutal Insurance Co. of Boston, Wakefield, MA 01880	

4. Use some of the following questions for the discussion:

   a. Ask what they would do if their house were on fire when they awoke in the middle of the night.

   b. Ask how they would get out of a second-story window in their house.

C. Show a film about fire safety and prevention. Be sure to discuss the film after the showing.

1. Let the students read stories about firefighting.

2. Discuss the Junior Firemarshall Safety Calendar.

3. Let the students go to the rooms of other classes and explain how other students can help at home to prevent fires.

Resources and Materials	Notes
C. Film: F375, I'm No Fool With Fire, Disney Filmstrip and record: Fable of Freedy Fire, Hartford Life Insurance Company (may be available from local Hartford Insurance agent) 1. Children's Books, Fluff and The Fireman, Cross, Genevieve - Cross Pub., New York The Little Fire Engine, Lenski, Lois-Oxford, University Press, NY Big Mose, Hero Fireman, Felton, Harold-Garrard Pub., Champaign, IL 2. Safety Calendar, Hartford Insurance Agency	

I. Introduce this capsule with the following activities:

A. Have the students watch the television program "Emergency."

B. Have the audio visual department make a video tape of the television program "Emergency" which depicts rescue operations.

1. Discuss the program after viewing it.

2. Let the students draw a picture of their favorite scene in the program.

II. Have a "resource person" explain the first aid used by firefighters in the following situations: a building collapsing, a person trapped in an auto accident, an elevator stuck between floors, a child falling into a well, an animal stranded in a tree, a child locked in a bathroom, a person caught in a flood or a tornado, a person caught in a train or plane wreck, etc.

III. Let the students role-play any of the above situations, and have the rest of the class guess what they are doing.

IV. Explain to the students that in case of a fire in their homes, it is important for the firefighters to know where children might be trapped. Say that window stickers are available to stick on childrens' windows so that the firefighters know which rooms to go to first.

V. Let the students use Activity Sheet #12 to draw a picture of a fireman on a rescue mission. Let them add this sheet to their booklets about "Firefighters."

VI. Choose from these <u>optional</u> related activities.

A. Have the students do a maze on Activity Sheet #13 to practice eye-hand coordination.

B. Provide other eye-hand coordination activities; i.e., puzzles, dot-to-dot sheets, etc.

Resources and Materials	Notes
I.	
B. Video tape of the television program "Emergency" and playback equipment	
2. Plain paper, pencils, chalks or crayons	
V. Activity Sheet #12 Pencils Crayons	
VI.	
A. Activity Sheet #13	

Capsule #6
Characteristics of a Firefighter
(Optional)

I. Help the students understand the relationship between what is studied in school and the work of a firefighter.

   A. Guide them through an experiment to discover the many ways of putting out a fire. Light a candle and ask the students to demonstrate ways this small fire can be extinguished.

      1. Have a student blow out the flame.

      2. Have a student use water in a water pistol to squirt it out.

      3. Have a student smother it with salt, soda, or earth.

      4. Have a student remove the fuel by clipping off the wick with scissors.

      5. Have a student remove the oxygen by covering it with a jar.

   B. Ask what will make the fire burn faster.

      1. Fan it slightly to give it more air.

      2. Add fuel to the fire by putting several small candles together or using a longer wick.

   C. After doing the above experiments ask the students to name the three (3) things needed in order for a fire to burn (fuel, heat, and oxygen).

   D. Take two (2) evergreen branches - one dead and one green. Have a firefighter set both branches on fire outside.

      1. Let the students discuss which branch burned faster and why.

      2. Let the class discover why water should be placed in a Christmas tree stand during the holidays.

II. Show a filmstrip or interview a "resource person" to stress the academic skills, the training, and the characteristics of a good firefighter.

   A. Let the students discuss the fact that in some places firefighters must be twenty-one (21) years of age. Note that they must be five feet seven inches (5'7") tall but not over six feet five inches (6'5"). Explain that a firefighter must have good vision.

Resources and Materials	Notes
I.	
A. Candle, matches, thimble, squirt gun, water, birthday candles, scissors, jar, salt, soda, soil	
D. Two (2) evergreen branches, matches, water	
II. Filmstrips: SVE, 1345 Diversey Parkway, Chicago, IL 60614	
A. Tape measure	

B. Let the students measure themselves to see how much more they have to grow to be a firefighter.

C. Have the students read an eye chart to see if they have good vision.

III. Let the students discuss why the firefighter must by physically fit. Explain that he/she must pass many tests in running, climbing, jumping, etc.

A. Let the students start a physical program in the class. Have them practice certain drills everyday and see if they improve.

B. Let the students write a cinquain about the characteristics of a firefighter. Example:

Firefighters
Tall, strong
Helpful in need
Brave, courageous
Firefighters

IV. Discuss a firefighter's good worker characteristics. Give some situations where the student will have to decide which characteristics are most desirable for a firefighter. Use the following examples:

A. Say that during the night, while the firefighters are sleeping, the fire alarm rings. Explain that firefighters Sam, Jim, and Tom jump up and put on their gear, but firefighters Joe and Bill are lazy and take their time putting on their gear. Ask which of the above firefighters would the students want to come if their houses were on fire.

B. Say that after the firefighters returned from a fire, firefighters Fred, Steve, and Allen worked hard at cleaning up their equipment and getting it ready for another fire, but firefighters Mike and John were tired. Explain that they decided to drink coffee and play a game of cards before they did their cleaning up. Ask which firefighters the students think did a good job and why.

V. Let the students role-play some good worker charcteristics of a firefighter.

VI. Have the "resource person" stress the good worker characteristics of a firefighter. (See Reference Sheet #3)

Resources and Materials	Notes
VI. Reference Sheet #3	

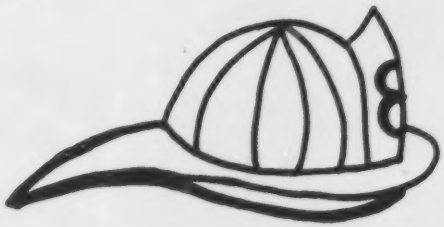
VII. Let the students do Activity Sheet #14 to illustrate a firefighter demonstrating good worker characteristics. Have the students tell something that they admire about the firefighters.

VIII. Let the students write a class poem to add to their booklets about "Firefighters."

IX. Provide the students with construction paper; brads, staples, or string; and crayons or magic markers. Have the students put the pages of their booklets in order, make covers, fasten them together, and take them home to their parents.

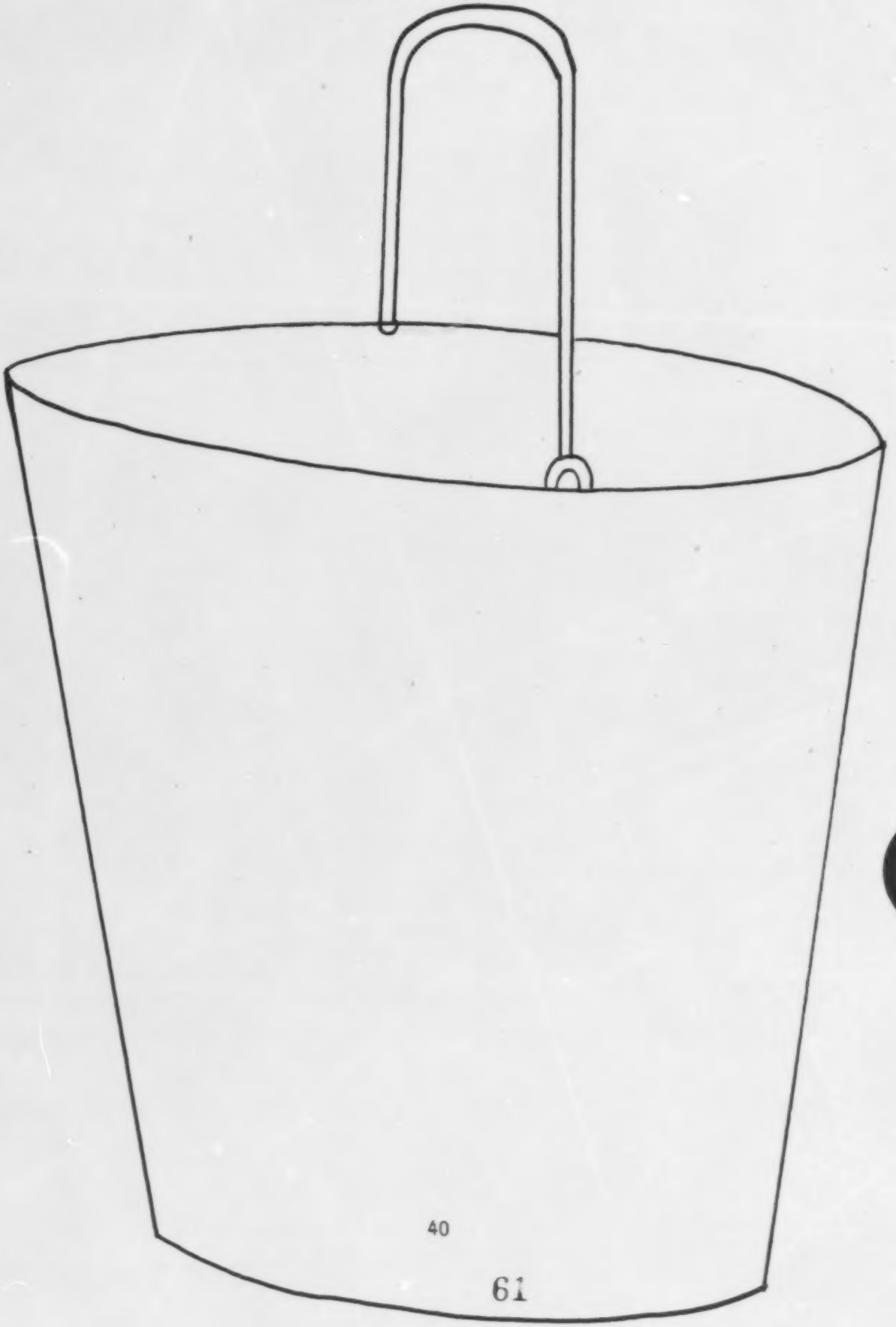
Resources and Materials	Notes
IX. Construction paper; brads, staples, or string; crayons or magic markers	

HOW DOES A FIREFIGHTER HELP US?



Reference Sheet #1
Bulletin Board

Reference Sheet #2
Pattern of a Bucket



Reference Sheet #3
Role-Model

Contact the role-models at least two weeks prior to their visit. Explain what the students expect of them, and give them an idea of what questions the students will be asking. (See below) Be sure to have them bring as many tools as possible and wear their uniforms, if they have any. Follow this contact up with a letter to confirm the date, time, etc. Have the role-models plan to talk about twenty to twenty-five (20-25) minutes and then answer the students' questions. Be certain to tell the role-models that the students want to handle the tools and to try on parts of their uniforms, if possible.

Suggest the following questions to the role-models:

1. Ask, "What is your job?"
2. Say, "Do you like your job?"
3. Ask, "How many hours do you work a day?"
4. Say, "What kind of training have you had?"
5. Ask, "Does anyone check on what you do?"
6. Ask, "What do you like most about your job?"
7. Ask, "What do you like least?"
8. Say, "What tools do you use?"
9. Suggest questions about the model's personal life. (family, hobbies, etc.)
10. Ask, "What are desirable worker characteristics?"

Add more questions to this list for each occupation. Develop the questions with the class prior to the role-models' visit. Let the students write the questions down so that they have something to start with.

Tape-record the role-models' visit for playing at a later time. Take pictures to use when reviewing.

Follow-up their visit by a class discussion.

Send thank-you letters or have the students send them within a day or two after the role-models' visit.

Reference Sheet #4
Field Investigation

Call the place the class is planning to visit at least one month advance. Follow-up this call with a letter confirming all the things discussed and planned.

Discuss with the individual the following things:

1. Tell what you wish to see.
2. Mention what general questions the students will be asking.
3. Say how long they will be there.
4. Tell how many students will come.
5. Ask to which workers the students may talk.
6. Ask what equipment or tools the students may use or see.
7. Find out what kind of "hands on" experiences the students may have.

Obtain the principal's approval before planning the field investigation. Make bus arrangements for the students at least two weeks in advance.

Have two or three parents accompany the students on their trip. Contact them at least two weeks in advance.

Send a letter home to the parents telling where the students are going, when they are going, and if they need anything extra in the way of food, clothing, or money.

Prepare the students before the trip with the questions to ask the workers they will be seeing. Note that each investigation will be different. Suggest to the students that they bring a camera along.

Be sure to remind the building principal on the day of the trip about where the students are going and when they will return. Do the following activities when the students return from their trip:

1. Review what the students observed.
2. Review the interviews with the workers.

Be sure to send a thank-you letter or to have the students write and send one.

Reference Sheet 5
Duties"

A firefighter's duties cover many different areas.

1. Rescuing

   a. Saves people from burning buildings
   b. Saves people from drowning
   c. Rescues people during disasters - tornados, floods, etc.

2. Putting out fires

   a. Fights fire in homes, schools, and other buildings
   b. Fights grass fires
   c. Fights forest fires

3. Teaching

   a. Discusses fire prevention
   b. Explains what to do in case of a fire
      (1) Tells how to escape from a burning building
      (2) Demonstrates how to put out fires
      (3) Shows how to call the fire department
   c. Demonstrates first aid
      (1) Tells how to treat burns
      (2) Explains what to do if someone's clothes catch on fire

4. Checking buildings

   a. Inspects schools
   b. Inspects stores
   c. Inspects restaurants
   d. Inspects public transportation

5. Administering First Aid

   a. Gives mouth-to-mouth resuscitation
   b. Gives oxygen
   c. Administers other treatments
      (1) Treats less severe burns
      (2) Treats certain injuries

Reference Sheet #6
Answers to Activity Sheets #

Activity Sheet #6

1. E
2. C
3. D
4. B
5. A

Activity Sheet #10

1. fire
2. water
3. truck
4. hose
5. boots
6. ladder
7. hydrant
8. pike pole

Activity Sheet #11

1. safe
2. fire
3. truck
4. water
5. boots
6. we

Reference Sheet #7
Bulletin Board

Activity Sheet #1

Name _____

Date _____

Draw a ring around the firefighter's hat.

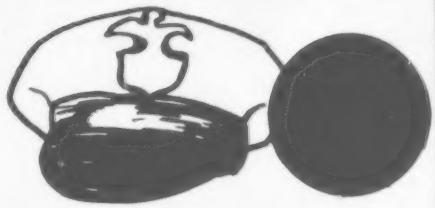
Community helpers
With hats bright and new,
Your hats quickly tell me
The work that you do

You're firefighters and pilots
And nurses and more--
You're police and butchers
And bakers--a score

You've hard hats and soft hats
And some in between,
You've red hats and white hats
And blue hats and green

Community helpers
With hats bright and new,
Community helpers,
My hat's off to you!

by Charlotte Groff



ACTIVITY SHEET #2

NAME _____

DATE _____

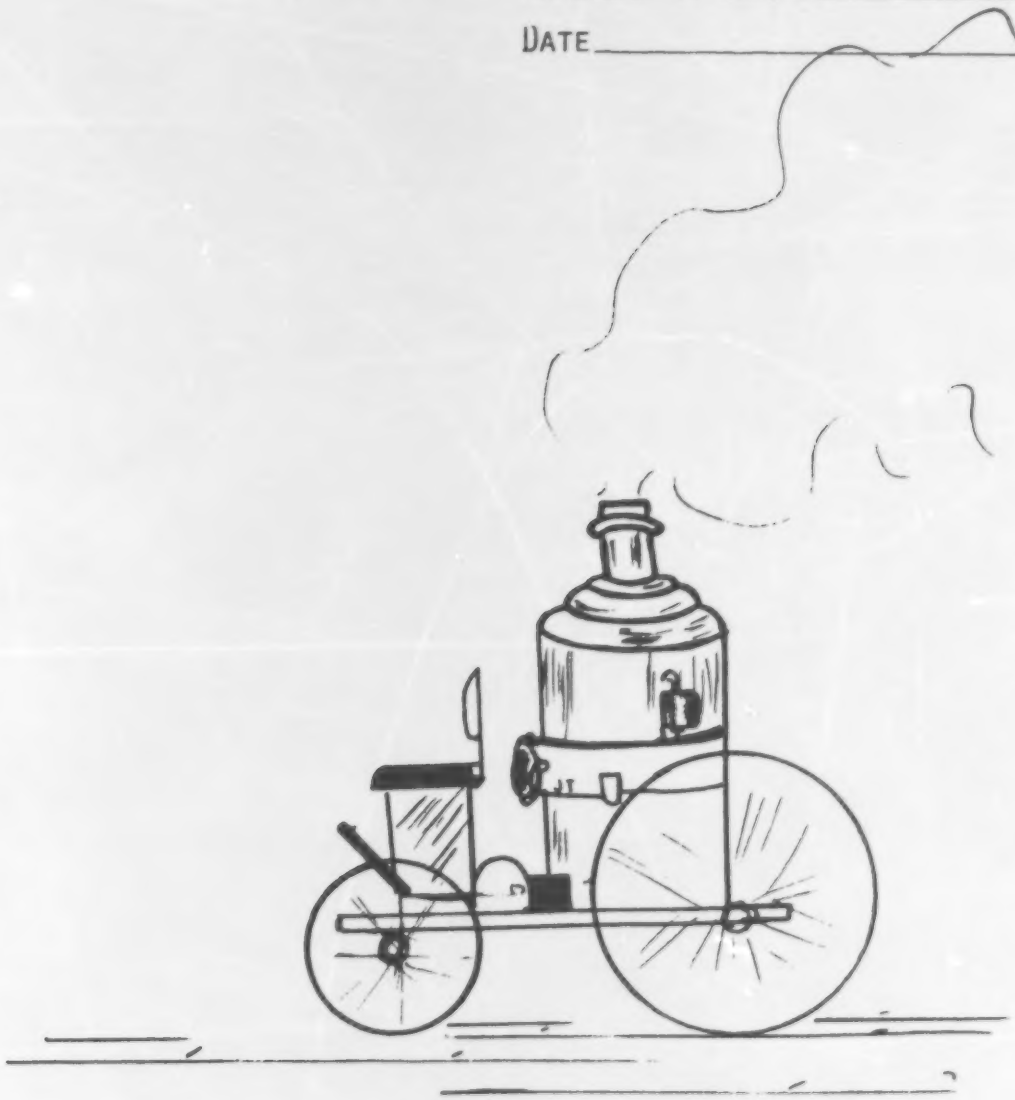
DRAW PICTURES OF BUCKETS OF WATER TO HELP THESE PEOPLE PUT OUT THE FIRE.

MEN AND WOMEN WORKED IN BUCKET BRIGADES TO PUT OUT FIRES DURING COLONIAL TIMES. THEY PASSED FILLED BUCKETS TO THE FIRE, AND THE CHILDREN RETURNED EMPTY BUCKETS TO THE WELL.

ACTIVITY SHEET #3

NAME _____

DATE _____



STEAM-OPERATED PUMPS WERE DRAWN BY HORSES AND DRIVEN BY FIREFIGHTERS. (DRAW PICTURES OF THE HORSES PULLING THIS PUMP AND THE FIREFIGHTERS WHO ARE ON THEIR WAY TO FIGHT A FIRE.)

Activity Sheet #4

Name_____

Date_____

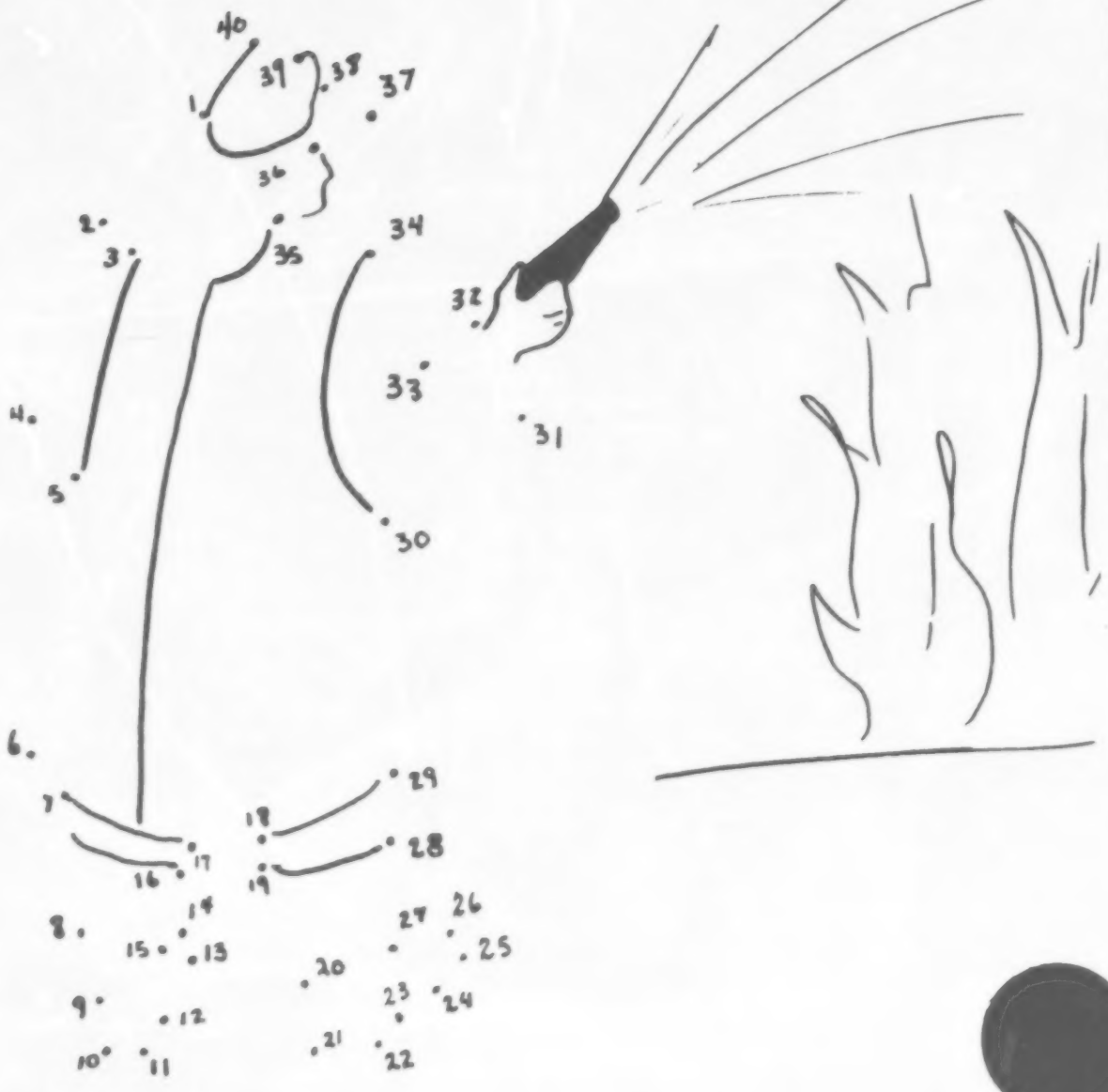
Draw a picture of firefighters and a firetruck on the way to put out this fire.

ACTIVITY SHEET #5

NAME_____

DATE_____

CONNECT THESE DOTS TO FIND OUT WHO IS PUTTING OUT THIS FIRE!

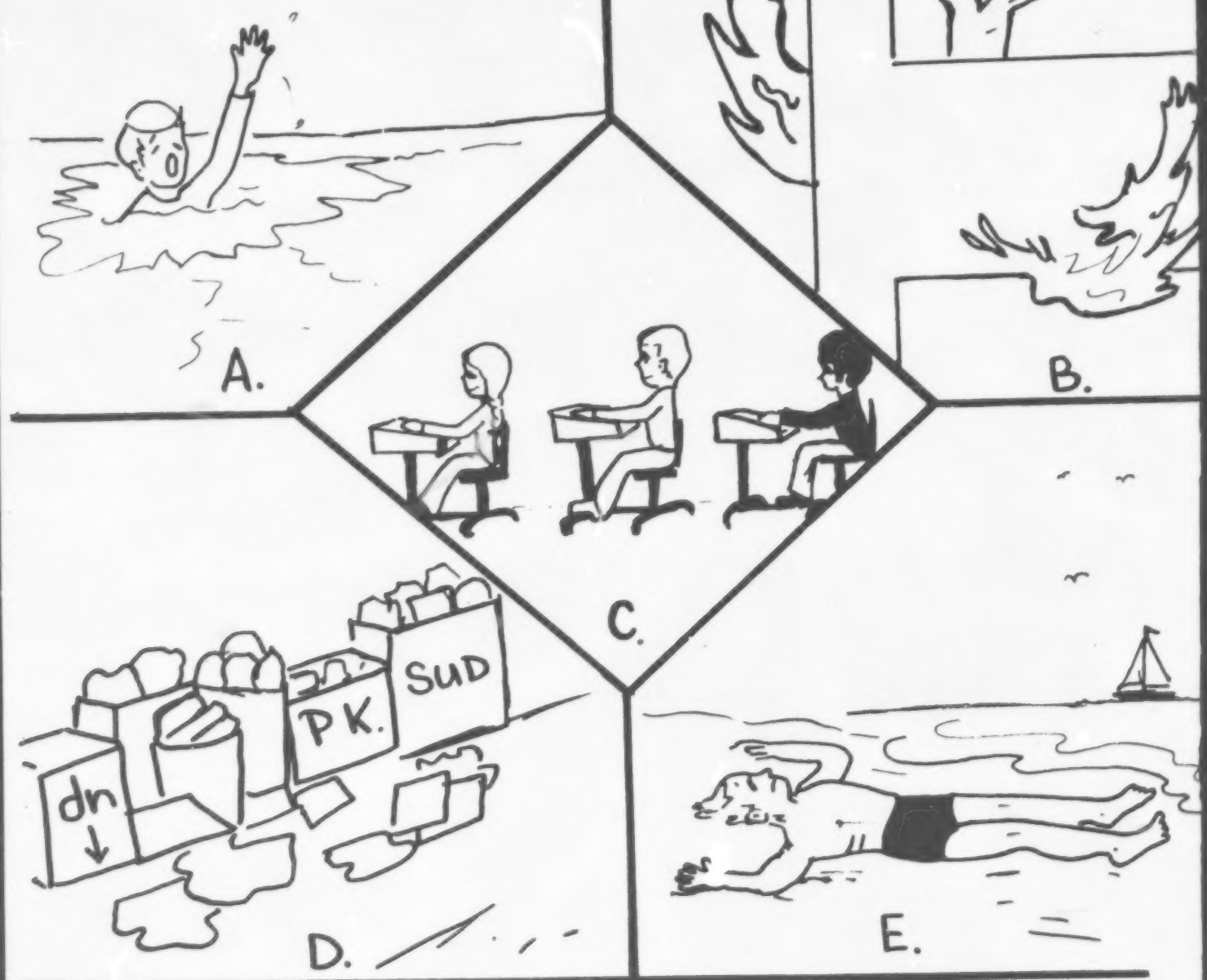


ACTIVITY SHEET #6

NAME_____

DATE_____

HOW WOULD A FIREFIGHTER HELP IN EACH OF THESE SITUATIONS?



PUT THE CORRECT LETTER IN FRONT OF EACH OF THE FOLLOWING STATEMENTS.

1. _____GIVE FIRST AID (ARTIFICIAL RESPIRATION).
2. _____TEACH ABOUT FIRE SAFETY.
3. _____INSPECT BUILDINGS FOR FIRE HAZARDS.
4. _____RESCUE A PERSON, AND PUT OUT A FIRE.
5. _____RESCUE A PERSON FROM DROWING.

ACTIVITY SHEET #7

NAME_____

DATE_____

I would feel good about helping people this way, if I were a firefighter.

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(Record which students responded by placing a check (✓) after their name on Evaluation Tabulation Form B.)

ACTIVITY SHEET #8A

NAME_____

DATE_____

DRAW A LINE FROM THE PICTURE TO THE CORRECT WORD.

LADDER
BOOTS
WALKIE-TALKIE
SEARCH LIGHT
SPANNER WRENCH
PIKE POLE

Activity Sheet #8B

Name_____

Date_____

Draw a line from the picture to the correct word.

HOSE

FIRE TRUCK

FIRE HYDRANT

HELMET

AX

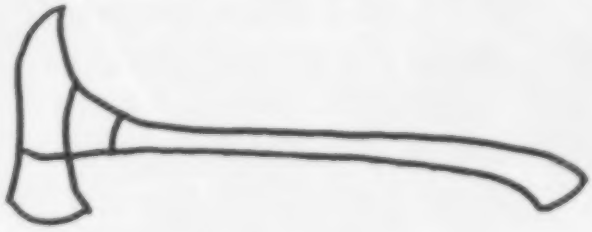
ACTIVITY SHEET #9

NAME _____

DATE _____

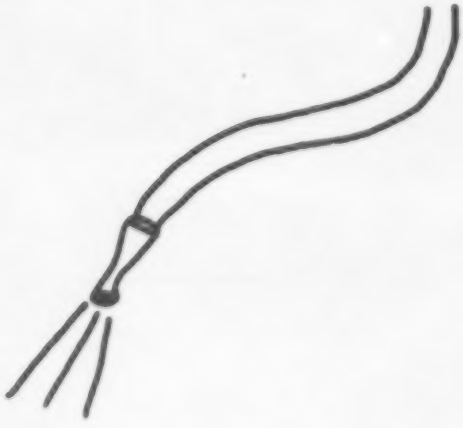
adder

oots



x

elmet



ose

ike ole

Activity Sheet #10

Name_____

Date_____

Unscramble these words.

1. IRFE	1. _____
2. ERWAT	2. _____
3. KCURT	3. _____
4. OSEH	4. _____
5. TOBOS	5. _____
6. DDRELA	6. _____
7. TYHRDNA	7. _____
8. EIPK ELPO	8. _____

BOOTS

FIRE

HOSE

HYDRANT

LADDER

PIKE POLE

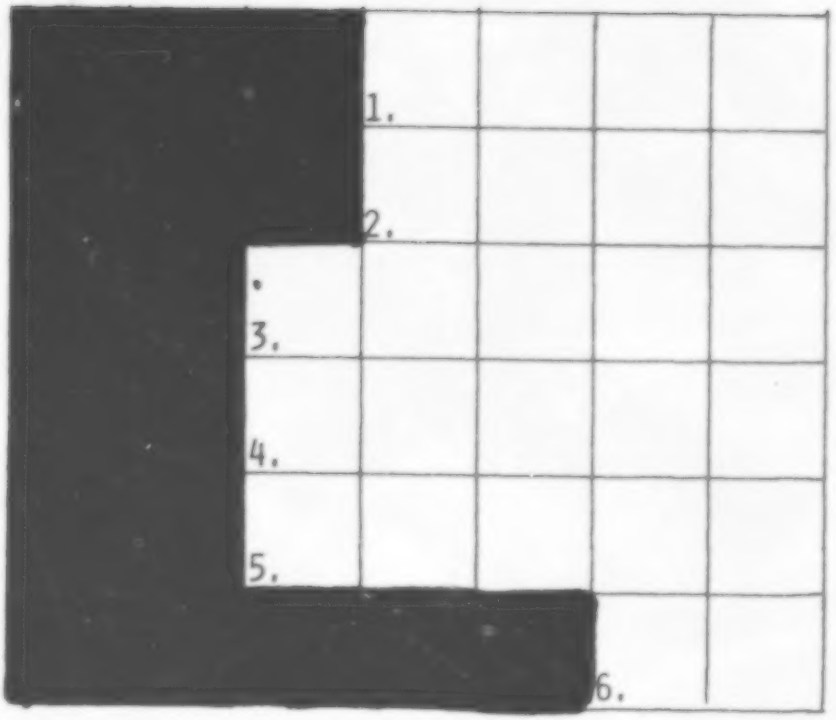
TRUCK

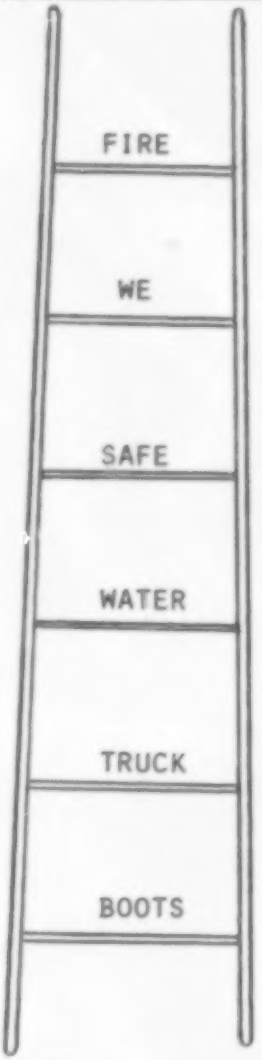
WATER

Activity Sheet #11

Name_____

Date_____





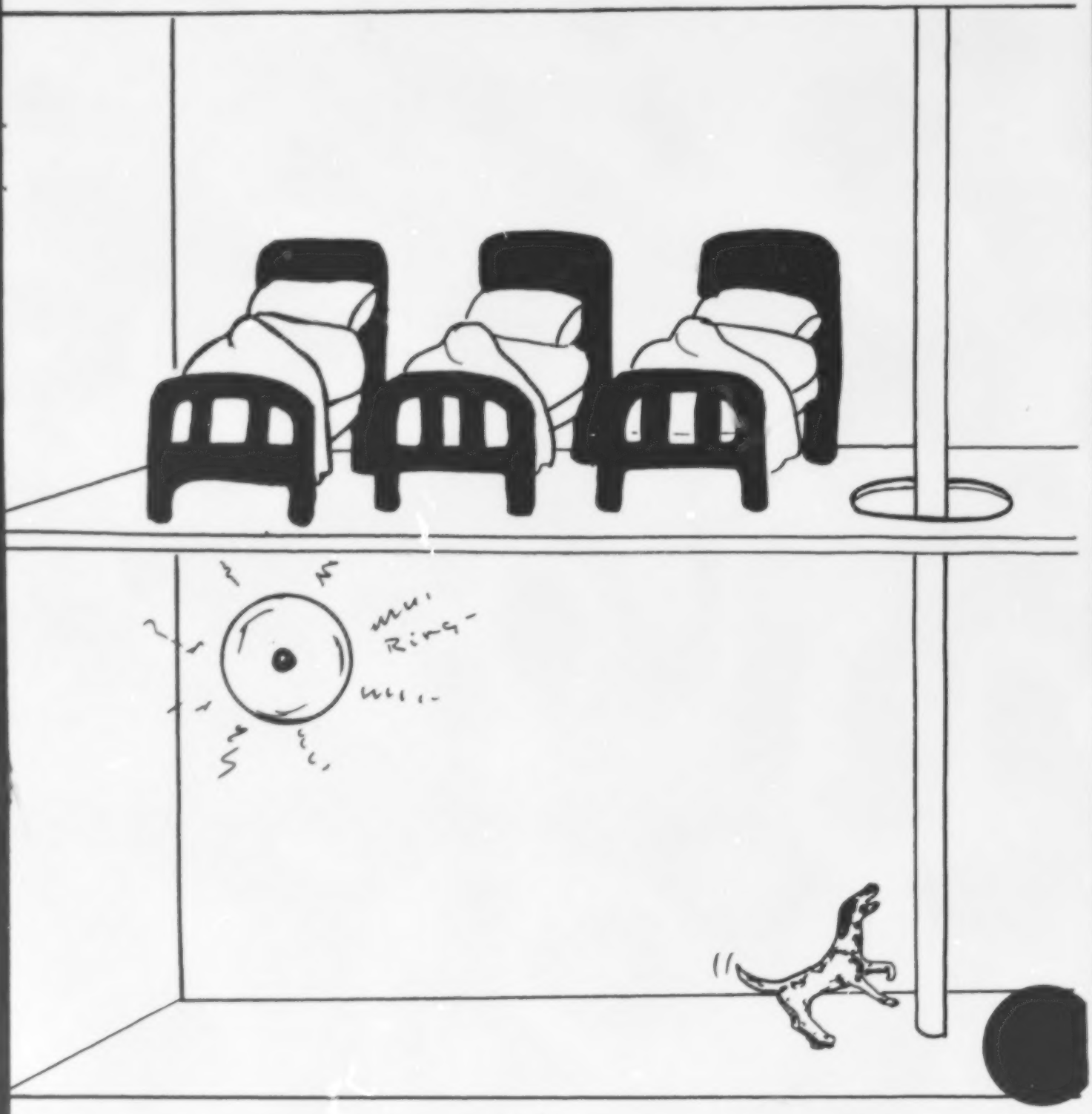
1. The firefighter helps to keep us_____.
2. We call the firefighter when there is a_____.
3. The firefighter drives a _____to your house.
4. The firefighter puts_____on the fire.
5. The firefighter wears_____on his feet.
6. _____must all help the firefighter.

Put the correct word in each blank.

ACTIVITY SHEET #12

NAME_____

DATE_____



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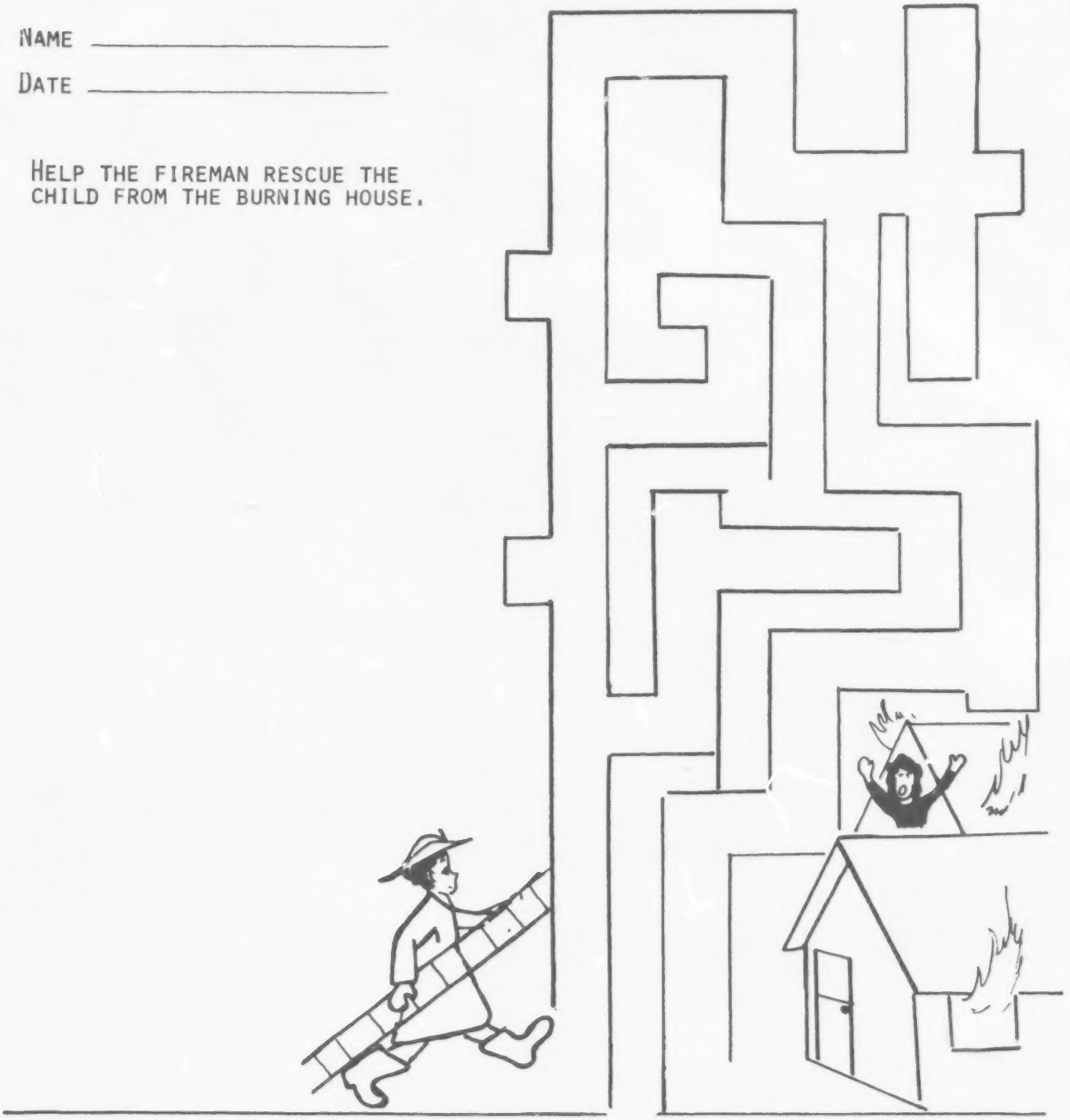
DRAW PICTURES OF FIREFIGHTERS TO THE RESCUE!

Activity Sheet #13

Name _____

Date _____

Help the fireman rescue the child from the burning house.



ACTIVITY SHEET #14

NAME _____

DATE _____

DRAW THE FACE AND HAIR ON THIS "GOOD FIREFIGHTER".